

A CASE STUDY

Handout 1

Cadet Sharp was recently promoted to Cadet Second Lieutenant (C/2d Lt) just before moving into the area. Cadet Sharp has been assigned as the flight commander of Bravo Flight. It is the largest flight in Squadron 800, which has several new cadets. Cadet Sharp recruited a few of them in the three months since moving to the area. Ideally, the Squadron Commander, Major Lewis, likes to bring cadets along gradually by giving them several learning projects and gradually letting them exercise more judgment and sharing some authority. (How else can cadets learn?)

In this instance there was little choice. There were only three other cadet officers in this squadron, a C/Lt Col, C/Capt and another C/2d Lt, and they already had positions. That left Cadet Sharp with Bravo Flight. The cadet grade profile for Bravo Flight is as follows:

Recruits	2	C/A1C	1
C/AB	3	C/SrA	1
C/Amn	8	C/TSgt	1

After coordinating with the Cadet Commander, Cadet Sharp asked to meet with the Deputy Commander for Cadets (DCC) to be certain of getting off to a good start and of meeting Major Lewis's best expectations. Fortunately, Capt Foster, DCC, was interested in the cadets, was capable and well organized. They covered operating aspects of the program and particular background items about each cadet that would be helpful in helping the cadets learn.

Captain Foster gave Cadet Sharp a management chart that was easy and effective for cadets to use. Since both now had a copy of the chart, it would keep them coordinated and let Cadet Sharp more confidently exercise authority, knowing Capt Foster's criteria were being met. The procedure was as follows:

- Gather data. Receive instructions from your supervisor and work through your NCOs as much as possible but be prepared to deal directly as well.
- Plan for each meeting. Provide time and resources to meet the needs of each cadet. This includes seeing what chapters in leadership and aerospace each cadet needs to master. Match the needs of junior cadets with those of your more senior cadets. Decide how much time to allocate to each activity. Each C/NCO can instruct, listen, take notes, tutor and set a good example.
- Organize your people. Get with your key C/NCOs before each meeting or activity. Review their assignments. Keep your people informed.
- Capt Foster also gave a form to Cadet Sharp that summarized the progress, training, and education needs of each cadet. Cadet Sharp noticed how much Capt Foster's form resembled

CAPVA 52-3 but it detailed practical aspects of managing the cadet program. It would serve as a checklist, flight roster, progress chart, training plan, a means of reporting back to the DCC and as an attendance record. Moreover, it was all on one piece of paper.

Capt Foster wanted Cadet Sharp to use this simple little management tool for many reasons. He had seen other units simply "wing it" for the first period, sometimes for the entire meeting. Capt Foster thought that such waste abused authority and the trust bestowed by the younger cadets on the unit leadership. Good, effective leaders did not waste their human resources. They made every minute count and gave their best effort even in routine matters. Capt Foster wanted Cadet Sharp to make plans for each meeting, to review them for approval and to give the cadets challenging jobs to do so they could function and grow.

After studying the roster, Cadet Sharp realized that even CA1C Cosby would have to function as an instructor. After all, this cadet had the knowledge and skills the other cadets needed. Therefore, she should expect to share those abilities for the benefit of other cadets because that is what leaders do. It was also the best way to learn leadership.

Cadet Sharp used the schedule form that is attached. Here is Cadet Sharp's plan for the next meeting.

First 10 minutes:

C/2d Lt Sharp: Instruct Bravo Flight on purpose and schedule of the first hour of the meeting.

For the next 35 minutes:

C/TSgt Marshall: Drill and instruct the eight C/Airmen.

C/SrA Alexander: Although her promotion was last week, she could still teach the three basic cadets how to wear the uniform.

C/A1C Cosby: She also was promoted last week, so she should have no trouble remembering the CAP orientation process and military customs and courtesies. She would teach the two recruits.

C/2d Lt Sharp would observe and offer assistance as needed, then relieve C/SrA Alexander after 20 minutes for her 15 minutes of practice with the color guard.

The last 10 minutes of the first period were critically important. While observing the three groups, C/2d Lt Sharp would take notes mostly on things done correctly and some notes on other things, which could be improved. This way everyone could receive legitimate praise in the presence of one another. Also, Cadet Sharp could gather feedback for use in planning for next week's meeting. Finally, Cadet Sharp wanted to emphasize that the cadet NCOs should be prepared to get their instructions at the very beginning of the meeting. Time should not be

wasted at the beginning of the meeting. Time should not be wasted at the beginning of first period while the flight staff got their act together.

For a two-hour meeting, the Cadet First Sergeant would have the first 15 minutes of each meeting to get the unit together, take attendance and prepare the unit for announcements by the unit leader. The remaining 45 minutes of the meeting would vary depending on unit activities. Cadet Sharp would have one hour each week to plan for his flight, if planning could not be accomplished prior to the meeting.

It is easy to keep this outline and plan with senior member support. Remember, they will have some meeting plans too, depending upon time of year, upcoming events and priorities. To gain their support, you must support them and work their plan as if it was your own.

We are keying in on management skills such as planning, organizing, directing, coordinating, delegating, controlling and follow through. This is to tie up loose ends and to begin preparing for the next activity and meeting.

Now, review and evaluate Cadet Sharp's plan by the following criteria:

- Was there a plan and were the flight members briefed on it? Did they have a chance to see how they fit in?
- Were tasks organized so that everyone was involved and productive?
- Can you give examples of Cadet Sharp directing?
- Coordinating?
- Supervising?
- Did Cadet Sharp's plan meet the training goals of the unit, new recruits, beginning cadets and Cadet NCOs?
- Did Cadet Sharp exercise control?
- Better yet, did other cadets share in the task of controlling?
- Was there an opportunity to gain feedback and gather information for next week's meeting?

A minimum passing score would be five out of ten for a beginner and seven out of ten (on your own initiative) after three months on the job.

SQUADRON 800 WEEKLY MEETING SCHEDULE

FOR WEEK _____, THURSDAY THE ____ OF _____ 20 ____

Hours	Time Span	Event
1500 - 1505	5	Opening Ceremonies
1505 - 1515	10	Inspection
1515 - 1550	35	Leadership Lab (CU or DC)
1550 - 1600	10	Break
1600 - 1610	10	AE/Current Events
1610 - 1650	40	
1650 - 1700	10	Closing Ceremonies

PRIORITY TASKS		OTHER REQUIRED TASKS	
Aerospace Education	AE	Radio Operations	RO
Customs/Courtesies	CU	Emergency Services	ES
Moral Leadership	ML	First Aid	FA
Physical Fitness	PF	Model Rocketry	MR
Testing/Counseling	TC	Scholarships	SS
Drill and Ceremonies	DC	Orientation Flights	OF
Staff Duty Analysis	DS	Encampment	EN
Safety Briefing	SB	Summer Activities	SA
		NCO/Officer School	NO
		Awards Ceremony	AC
		Cadet Conference	CC
		Cadet Competition	CO
		Ground Team School	GT
		Fund Raiser	FR
		Field Trip	FT
		Records Review	RR

Projected events must allow each cadet a chance to finish all achievement requirements for training, awards, and promotions, in the time allowed within the program (expand the chart for number of weeks required).

Block	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
A Event								
B Event								